

Modern Language Bulletin

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MODERN LANGUAGE BULLETIN

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Number 2

SHORT EXPLORATORY COURSE IN FRENCH

MABEL A. GILBERT, *Hollenbeck Junior High School, Los Angeles*

The Short Exploratory Course in French was put into operation in Hollenbeck Junior High School in September, 1922. It was the result of a conviction that a sympathetic understanding and appreciation of the life of a foreign people, usually gained by a study of its language, is a valuable experience which should be given to all the pupils of the school. While the number of students who have the time and ability to pursue the study of a foreign language is limited, all students should gain in tolerance, sympathy, and a sense of world-citizenship through such an exploratory course as herein outlined.

This course as presented met the approval of Mrs. Susan M. Dorsey, City Superintendent, Los Angeles, Mr. Arthur Gould, and Mrs. H. Watson Pierce, Assistant Superintendents, and Mr. Carleton A. Wheeler, Supervisor of Modern Languages. It was enthusiastically received by the A7 classes when put into operation in 1922, and has since been a regular part of the curriculum in Hollenbeck Junior High School. The course as herein outlined is the result of these three years' experimentation and revision. It will be readily seen that a wide range of topics remains untouched, e. g., Gothic cathedrals, chateaux, Gobelin tapestries, Sèvres china, etc., a field of rich possibilities for exploration by the superior child.

The plan of such a course is, in brief:

1. A minimum amount of language study gained through a daily drill in the meaning and pronunciation of well-known French phrases, e.g., *carte blanche*, *qui vive*, *nom de plume*, *à la carte*, *table d'hôte*, *entente*.
2. The reading of books dealing with France and oral reports of this reading by the pupils. (See Bibliography.)
3. The teacher's contribution of wider reading and personal experience.

The object, in presenting this course, is to help the child to acquire a knowledge of the *people* of France; therefore the human aspect of each subject studied is kept uppermost. The customs of the people and the reasons for such customs are emphasized in a sympathetic manner. Pictures, postcards, slides, films, personal experiences of the teacher, have all been called upon to help make the French people real to American children. The reactions of the classes have been most interesting. The pupils have become alive to the fact that France is not a far-away country on the other side of the Atlantic Ocean, but that it is all around us—if we know how to look for it. Music students bring concert programs with French words; a newsboy tells of a downtown store with a French name; some one brings newspaper advertisements featuring "*tailleurs*," "*ensembles*," "*chapeaux*;" a girl reports French names for dishes made in cookery classes; one pupil recognizes and understands "*tête-a-tête*" as it appears in the subtitle of the movies; another goes to a restaurant and finds French words on the *menu* card; others contribute French expressions found in their reading; a window display of French perfumes is noted and admired. These are experiences which have come through their "*explorations in French*." Not only has a new world opened to these students, but their old world has become larger because tolerance, sympathy and understanding have come to them. They are better Americans because of their knowledge of the contributions of another people, and will be better citizens because during this formative period of their lives, they have caught a vision of the kinship of nations through which world peace may come.

The course has also carried over to other subjects of the school curriculum. The teachers of art appreciation, music, geography, history, science and English classes have reported that the contact of the French

Exploratory Course has been most helpful in their work. In the modern language classes the children have been found to begin their study with a real enthusiasm for the language of the people with whom they have become acquainted.

It is possible in a course of this kind that an enthusiastic teacher may contribute too largely to the class discussion. For this reason there has been built up at Hollenbeck Junior a department of the school library especially adapted for the children's research work. From these books the pupils are able to report on practically all the subjects in the course and so make the major contribution to the work. The teacher supplements with material not found in the pupil's reference books, and furnishes the historical background necessary to make the history study a connected narrative.

These books are all up-to-date, interest-

ing and suited to the ability of Junior High School pupils. The list includes some very simple books of reference for the slower pupils, e. g., "Little Stories of France" by Maude B. Dutton, as well as more advanced books for the superior children. A large number of books is required because of this need for different types of books, and because of the number of children using them. A bibliography of reference books used is given below, also a collateral reading list, from which each pupil selects one book for a book report.

There has recently been developed a plan for a Second Unit of this exploratory course, which would emphasize the language phase of the study, while continuing the culture work to a lesser degree. This course would be presented to a selected group of children who intend to continue the study of French. A suggestive outline is given below.

FIRST UNIT:

10 Weeks—5 Periods per Week

I GEOGRAPHY OF FRANCE

II PEOPLE OF FRANCE

A. Village Life

Age of village; stone houses; fountains; laundry done at river or "lavoir"

B. City Life—Paris

1. Map of Paris—locate places of interest

2. Houses

Apartment houses; *conciërge*; *pourboire*

3. Transportation

Taxis; omnibus; street car; *Métro*

4. Stores

5. Industries

Dressmaking establishments; other industries

6. Cafés

7. Markets

8. Public buildings

C. Industries of France

1. Farming

French love of soil; small farms owned and passed on to heirs; much work done by hand; help of women in fields; crops raised.

2. Fishing

Sardine fishing in Brittany

3. Wine industry

Grape districts; Champagne; Reims

4. Manufacture of perfume

Riviera; Grasse; Paris

5. Silk industry

Rhone Valley; Lyon; St. Etienne

6. Manufacturing

III LITERATURE

1. La Fontaine's Fables

2. Molière and the Comédie Française

3. Victor Hugo (Story of "Les Misérables")

4. Alexandre Dumas ("The Three Musketeers")

IV SCIENCE

1. Louis Pasteur

2. Madame Curie

V ART

1. Millet

2. Rosa Bonheur

3. Corot

4. Vigée Le Brun

VI MUSIC (use Victrola records)

1. "La Marseillaise"

2. Gounod

3. Bizet

4. Saint-Saens

VII HISTORY

1. Charlemagne and Roland

2. The Crusades

3. Jeanne d'Arc

4. Bayard

5. Henry of Navarre

6. Louis XIV and Versailles

7. Louis XVI and Marie Antoinette

8. Napoleon Bonaparte

9. Foch

10. Joffre

VIII FRENCH MONEY AND STAMPS

IX FRENCH WORDS AND PHRASES

(A group of five studied each day):

1. "Liberté, égalité, fraternité"
(motto of French Republic)

2. de luxe
3. café
4. à la carte
5. table d'hôte
6. Vive la France
7. fleur-de-lis (Boy Scout pin)
8. corps
9. esprit de corps (compare school spirit)
10. morale
11. Ville de Paris
12. Bon Marché
13. Palais de Modes
14. Bon Ton
15. Elite
16. noblesse oblige
17. nom de plume
18. nouveau riche
19. qui vive
20. R. S. V. P.—Répondez s'il vous plaît
21. carte blanche
22. camouflage
23. croix de guerre
24. hors de combat
25. entente
26. matinée
27. rôle
28. répertoire
29. encore
30. artiste
31. ballet
32. danseuse
33. bâton
34. ensemble
35. protégé
36. bonjour
37. bonsoir
38. au revoir
39. adieu
40. bon voyage
41. route
42. à propos
43. en masse
44. chef-d'oeuvre
45. par excellence
46. début
47. débutante
48. fiancé
49. fiancée
50. trousseau

} Names of
stores in
Los Angeles

51. bouquet
52. corsage bouquet
53. boutonnière
54. sachet
55. erouquet
56. suite
57. boudoir
58. chaise longue
59. bureau
60. buffet
61. tête-à-tête
62. fête
63. chauffeur
64. garage
65. tonneau
66. rendez-vous
67. pièce de résistance
68. poilu
69. pourboire
70. débris
71. berceuse
72. étude
73. savant
74. sangfroid
75. séance
76. rouge
77. mauve
78. beige
79. taupe
80. cerise
81. à la mode
82. chic
83. modiste
84. robe
85. chapeau
86. velours
87. crêpe de chine
88. bandeau
89. suède
90. glacé
91. chef
92. cuisine
93. menu
94. demi-tasse
95. entrée
96. bouillon
97. purée
98. consommé
99. bonbon
100. au gratin

SECOND UNIT:

20 Weeks—2 Periods per Week

I LANGUAGE:

- A. Grammar essentials (to be developed through oral work)
 1. Articles:
 - a. definite and indefinite
 - b. contractions *du, des, au, aux*
 - c. partitive
 2. Nouns:
 - a. gender
 - b. formation of plural
 3. Adjectives: a. agreement
 - b. formation of feminine and plural
 - c. numerals (1—50)

- d. position
4. Verbs: a. present tense of regular verbs of first conjugation
 - b. such irregular verb forms as occur in oral work
 - c. negative and interrogative forms
- B. Oral Work (*similar to work outlined in first ten weeks of French I in Junior High School Course of Study in French now in use in Los Angeles*)

Phrases used in connection with the following topics:

 1. Greetings and polite expressions; 2. Classroom commands; 3. The school-room; 4. The family; 5. The house; 6. Parts of the body; 7. Clothing; 8. Meals; 9. Games; 10. Stories.

C. Songs:

Frère Jacques; Savez-vous planter les choux?; Bonjour Belle Rosine; Au clair de la lune; La Bergère, etc.

References—

Goy, Agnes G.; Chansons, Poesies et Jeux. N. Y. Wm. R. Jenkins Co., 1896.

Jameson, R. P., and Heacox, A. E.: Chants de France, Bocton, Heath, 1922.

D. Poems:

Such simple verse as:

"Un, deux, trois
J'irai dans le bois," etc.

"Bonjour, lundi,
Comment va mardi?" etc.

"Deggoré, diggoré, doge,
Le rat monte a l'horloge," etc.

"Tin! tin! tin! lève-toi matin!" etc.

"Le petit Collinet

Dessus son tabouret," etc.

E. Games (involving the repetition of phrases):

f FRANCE IN THE NEW WORLD

A. Early Explorers:

Verrazano; Jacques Cartier; Champlain; La Salle; Joliet; Marquette.

B. Colonies:

1. Huguenots in Florida

Jean Ribaut; Dominique de Gourgues

2. Acadia

Port Royal; De Monts; Pontgravé; Champlain; Poutrincourt; Biencourt; Thomas Argall.

3. New France

Champlain; Frontenac; fur-traders; Indian wars (Madeline Verchères, Dollard); "habitants" of Quebec (use Dr. Drummond's French-Canadian poems)

4. Louisiana

La Salle; d'Iberville and Bienville; transferred to Spain, 1763; transferred to Napoleon, 1800; sold to United States, 1803.

C. French and Indian Wars:

Ohio Valley; Braddock; removal of Acadians (Evangeline); Montcalm and Wolfe; Quebec taken; Treaty of Paris.

D. Part played by France in American Revolution:

Silas Deane; Franklin; Lafayette; Treaty of Alliance (1778).

REFERENCE BOOKS—First Unit

VILLAGE LIFE IN FRANCE:

Canfield, Dorothy; Home Fires in France. N. Y., Holt. 1918.

Carpenter, Frank: Europe. N. Y., Amer. Bk. Co. 1922.

Lynch, Harriet: French Life in Town and Country. N. Y., Putnam. 1901.

CITY LIFE—PARIS:

Carpenter, Frank, Europe. N. Y., Amer. Bk. Co. 1922.

Carpenter, Frank: France to Scandinavia. Garden City, Doubleday. 1923.

Saillens, E.: Facts About France. Paris, Hachette. 1918.

Stoddard, John L.: Lectures. Boston, Lothrop. 1905.

INDUSTRIES:

Allen, Nettie B.: The New Europe. Boston, Ginn. 1920.

Carpenter, Frank: Europe. N. Y., Amer. Bk. Co. 1922.

Carpenter, Frank: France to Scandinavia. Garden City, Doubleday. 1923.

Mentor Magazine, December, 1922.

LITERATURE:

La Fontaine: Fables, translated by Elizur Wright (biography in preface). London, Bell. 1917.

Larned, W. T.: Fables in Rhyme for Little Folks, adapted from La Fontaine—(good illustrations). Chicago, Volland, 1918.

Mentor Magazine, May, 1922. (Molière).

SCIENCE:

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A STUDY OF 4,300 GRADES IN SPANISH

J. WILLIAM JOHNSON, *Hollywood High School*

The grades used in this study were contributed by pupils in the Los Angeles High School Spanish classes during the first semester of 1921-1922. The following table states the number of schools reporting the grades.

Class	Number of Schools
9B	15
9A	10
10B	14
10A	8
11B	13
11A	7
12B	8
12A	6
Total	81

The number of classes represented in this study are as follows:

Class	Number of classes
9B	61
9A	36
10B	37
10A	22
11B	18
11A	9
12B	8
12A	6
Total	197

A matter of first importance is to determine the location of the 4,300 grades. Table I gives the desired information.

TABLE I

Class	Number of pupils
9B	1,603
9A	824
10B	861
10A	500
11B	298
11A	136
12B	47
12A	31
Total	4,300

More than one-third of the grades were contributed by 9B pupils and less than one per cent by 12A pupils. The number of pupils in 9A is about 50% of the 9B. It is evident that many pupils begin Spanish and drop out at the end of 9B. This elimination represents a total loss to both schools and pupils. Can part of this loss be prevented by entrance tests in Spanish to determine the probable success of the applicant?

Another important consideration is the

distribution of 4,300 grades on a percentage scale. Table II presents the facts.

TABLE II

The scale	Number of cases
90-100	811
80- 90	1,370
70- 80	1,387
Below 70	206
Fail	526
Total	4,300

The median grade is 82%. This means that 50% of the grades are below 82% and 50% are above this mark. However, the median in itself has little significance unless we consider the standard deviation from the median. The standard deviation indicates how far down from the median and how far above the median one must figure to obtain two-thirds of the cases. In this case we find that these limits are 70 to 94, a standard deviation of approximately 12.

If now we examine the 1,603 cases of 9B, we observe the following distribution of grades.

TABLE III

9B

The scale	Number of cases
90-100	317
80- 90	464
70- 80	486
Below 70	88
Fail	248
Total	1,603

The median grade 79½, and the standard deviation from the median is 14; that is, two-thirds of the cases lie between 65 and 93.

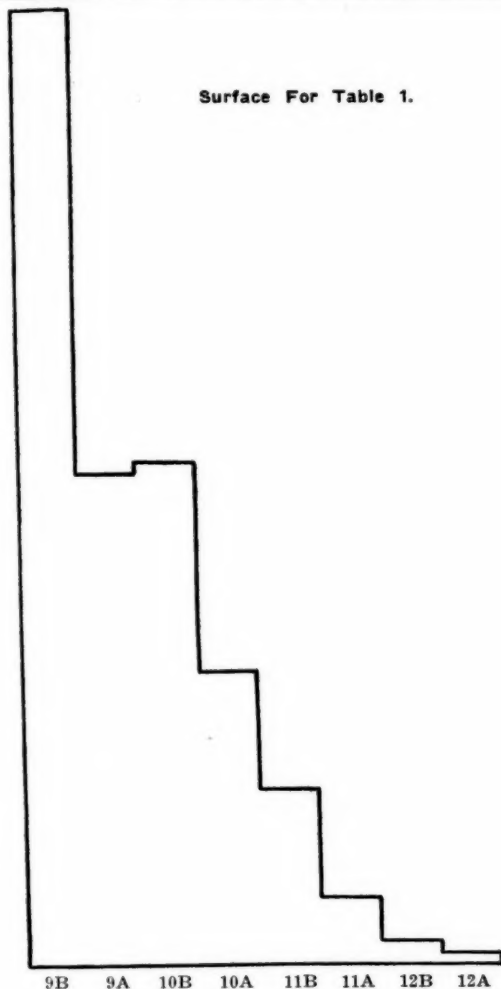
TABLE IV

9A

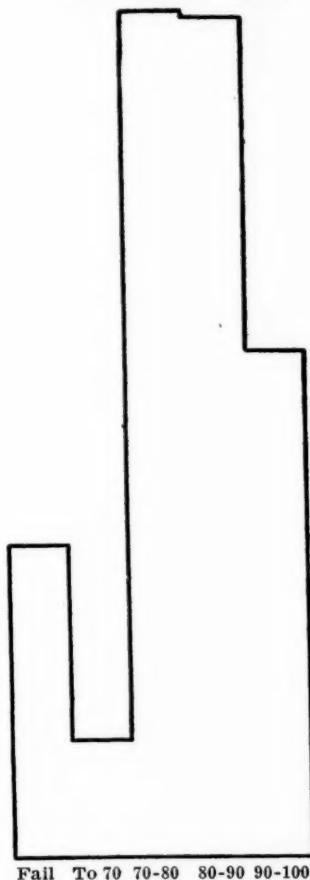
The scale	Number of cases
90-100	132
80- 90	229
70- 80	302
Below 70	26
Fail	135
Total	824

The median grade is 78½, and the standard deviation from the median is 8½. Two-thirds of the cases lie between 70 and 87. Although the median score is slightly lower than that of the 9B, the standard deviation shows that two thirds of the cases are more

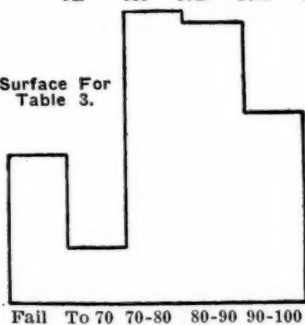
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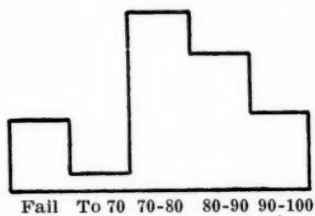
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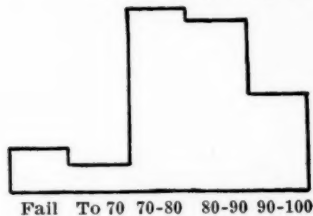
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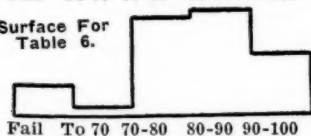
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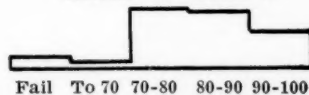
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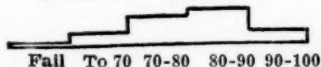
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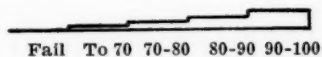
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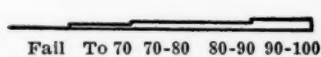
Surface For Table 8.



Surface For Table 9.



Surface For Table 10.



closely grouped about the median. This indicates that the group is better classified and more select than that of 9B.

TABLE V
10B

The scale	Number of cases
90-100	158
80- 90	288
70- 80	308
Below 70	41
Fail	66
Total	861

The median score is 80, and the standard deviation from the median is $9\frac{1}{2}$. Two-thirds of the cases lie between $89\frac{1}{2}$ and $70\frac{1}{2}$. It is interesting to note that the number of pupils in 9A and 10B are about the same; that the median grades are $78\frac{1}{2}$ and 80; and that the standard deviations are $8\frac{1}{2}$ and $9\frac{1}{2}$ respectively. This indicates that there has been no elimination and no betterment in classification compared with 9A.

TABLE VI
10A

The scale	Number of cases
90-100	97
80- 90	168
70- 80	162
Below 70	17
Fail	56
Total	500

The median score is 81, and the standard deviation from the median is 15. Two-thirds of the cases lie between 96 and 60. Evidently something has caused a wide spread of 30 to include two-thirds of the grades. Can it be the difficulties presented by the subjunctive mode, combined with an attempt to read Spanish literature?

TABLE VII
11B

The scale	Number of cases
90-100	70
80- 90	93
70- 80	99
Below 70	16
Fail	20
Total	298

The median score is 82, and the standard deviation from the median is 12. Two-thirds of the cases lie between 94 and 70. The grades are more closely grouped about the median than is the case in 10A. In the

10A grades there is a spread of 30, while in those of 11B a spread of 24. Elimination has played an important part.

TABLE VIII
11A

The scale	Number of cases
90-100	26
80- 90	56
70- 80	41
Below 70	12
Fail	1
Total	136

The median score is 82, and the standard deviation from the median is $8\frac{1}{2}$. Two-thirds of the cases lie between $90\frac{1}{2}$ and $73\frac{1}{2}$. From these figures it is clear that elimination and classification have bettered conditions.

TABLE IX
12B

The scale	Number of cases
90-100	22
80- 90	16
70- 80	5
Below 70	4
Fail	0
Total	47

The median score is $88\frac{1}{2}$, and the standard deviation from the median is $7\frac{1}{2}$. Two-thirds of the cases lie between 96-81. The forty-seven who remain are indeed a selected group.

TABLE X
12A

The scale	Number of cases
90-100	19
80- 90	5
70- 80	5
Below 70	2
Fail	0
Total	31

The median score is 92, and the standard deviation from the median is 5. Two-thirds of the cases lie between 97 and 87. The number of cases in the twelfth year are so few that the data obtained from them are not at all significant.

This study calls special attention to the large elimination of pupils in the second semester of the first year. Why this condition? Is Spanish chosen by many who should be advised not to study it? How should this advice be administered?

Who determined these 4,300 grades in

Spanish? As nearly as can be ascertained, about fifty Spanish teachers. Were the grades determined by a uniform standard? No, not at all. Teacher judgment plus a written test compiled by the individual teachers were the standards used. The data given in this study cannot be said to

determine a norm toward which our Spanish classes should strive. The call is for standardized tests and norms determined by these tests for the various classes. With such instruments at our service we can determine the progress of Spanish pupils toward a predetermined goal.

OPPORTUNITIES FOR TEACHING LITERATURE IN READING COURSES IN FOREIGN LANGUAGES

OLIVER M. JOHNSTON, *Stanford University.*

With some teachers reading matter serves merely as a means of increasing the students' vocabulary and knowledge of grammar. In other cases the chief aim is to give him practice in pronunciation and in acquiring a practical command of the language. While all of these are important considerations, the literary qualities of the story or play being read should not be neglected. In the first place, the teacher who has the necessary knowledge of literature and a keen appreciation of literary values will naturally select reading material from the best authors. The choice of texts for class use is exceedingly important. A good book read in the right way is always stimulating. The purpose of this note is to offer a few simple suggestions with the hope that they may be of assistance to the teacher in impressing on his pupils the literary value of the texts read.

Some knowledge of the author's life, personality, habits, temperament, and ideas is the first essential. To become acquainted with the writer as a literary figure means greater interest in his works. The literary movement with which he is connected should be made clear, including some discussion of its main characteristics. For example, if one of Victor Hugo's plays or novels were being read, it would be a great loss to the pupil if he did not learn some of the outstanding facts in the life of the great author and get some idea of the fundamental conceptions underlying the romantic movement. It would be impossible to read a work of such a writer under proper guidance without being impressed with its literary value. Some conception of the great poet's place in literature could certainly be gained even by a high school pupil.

We should aspire to make at least some of the boys and girls understand that for-

eign languages are not to be studied as an end in themselves, but as a means to the comprehension of the life and thought of foreign peoples. To get the point of view of another race is worth while. It helps us to see the whole truth. The history of every nation is a fascinating story. It is a record of its civilization and a part of this history is reflected in its literature.

The pupil's interest in the literary value of the work being read may be greatly increased through questions and discussion. For example, it will be well to find out what he thinks about the types of character portrayed in the text used, and what he thinks about the author's success in delineating character. Questions on the development of the story and the importance of certain episodes will be helpful as a means of leading him to think about the book as a piece of literature. Some discussion of the purpose of the author in writing the book will be of interest. The members of the class might also be asked to point out some of the things that had interested them most during the reading of a given text. If two or three of the most striking passages contained in it were committed to memory, it would be helpful. One might also show how the work illustrates certain characteristics of the literary movement with which the author is associated. The teacher should endeavor, as far as possible, to get the pupil to express his opinion regarding the various questions raised. Whether he follows the plan indicated above or some other method, the main point is that no text should be read without giving some consideration to its literary qualities.

It goes without saying that anyone who guides a class successfully in such work must have an adequate knowledge of the literature, history, and geography of the

country whose language he is teaching. Every foreign language teacher has the opportunity to create an interest in good literature. Whether or not he succeeds will depend largely upon his training, literary taste and interest in literature, as well as upon his ability as a teacher. After all, success in teaching as in other lines of work, is a relative matter. There are a great many

degrees of success between the bottom round and the top round of the profession, and those who stand at the top may not be all that they should be. Unlimited opportunities for growth are still before them. They are often rated as exceptional because they are compared with others who have been less successful. The greatness of great teachers is half due to the littleness of others.

CALIFORNIA AND THE MODERN FOREIGN LANGUAGE STUDY

ROBERT HERNDON FIFE, *Columbia University.*

California is entitled to play an important part in any foreign language study. The effective school organization of the State, the generous physical support which California gives to education and, above all, its high standards for secondary school teachers entitle it to a unique place in our national school system. The Committee on Direction and Control of the STUDY recognized this last year in selecting Mr. Wheeler, the Supervisor of Modern Languages in the Los Angeles schools, as its expert in Spanish for carrying on the investigation, and in making California a "special region," ranking therefore in the organization of this STUDY with the whole of New England or the Middle States or South.

It is quite certain then that, on the basis of *noblesse oblige*, much is expected of the California modern language teachers. An opportunity has already been given them to contribute to the STUDY in filling out the large questionnaire which the Federal Bureau of Education sent out between March 17th and 27th to 20,000 secondary schools of the country. This questionnaire is not the product of pedagogical theoreticians; it is the result of nearly three months' continuous thought, practical experiment, and revision. The Southern California teachers will have an especial interest in it, as it has been largely the work of their representative among the Special investigators, Mr. Wheeler, most of whose waking hours during the past few months have been given to its preparation. Its general plan found criticism at the hands of the twenty-eight experienced teachers gathered at Princeton with the General Committee last New Year's; it has been repeatedly revised by the Committee on Investigation, and was

sent in experimental and tentative form to seventy-five secondary schools. Before it finally came from the press scores of persons had contributed suggestions to its make-up and, complicated as it may seem at first appearance, it has been stripped of everything except what represents the minimum of details on enrollment and teacher training which a nation-wide study like ours demands.

The information asked for is exhaustive and we hope that the results will furnish a picture that will be true and adequate for an understanding of the foreign language problem of the American schools. Next year the California teachers will be asked to make further contributions to the STUDY. Statistics are all right in their way, but they can only *present* the problem. Its solution must rest upon the number of further contributions from the thoughtful and progressive teachers of the country.

We are in an age which believes in the exact measurement of the results of secondary education, but as yet comparatively little has been done to adapt such important contributions, to the teaching of modern languages. Various forms of achievement and prognostic tests have been worked out and published, and we know from the replies received from a brief questionnaire sent out by the STUDY in November, 1924, that many schools in California are using these tests. The STUDY cannot hope to dispose of the question of achievement tests by producing a form which will have ultimate and permanent value. What it can do is to try out with a larger number of pupils than ever before and under more favorable conditions than have hitherto prevailed, as many forms of such tests which

promise successful results. The devising of a battery of tests for measuring achievement at the various stages of instruction—tests in comprehension, grammar, translation and composition—is a task on which the Special Investigators and a group of interested teachers are working day and night. When these tests have been standardized they will be ready for trying out next year in a widely distributed system of secondary schools, and with a total of many thousands of pupils. In this tryout California will certainly have its part and make its contribution toward the findings on which recommendations regarding achievement tests will be based.

Hand in hand with these tests will go the staging of a number of controlled experiments. The series of problems presented for solution is a long one and includes many questions of curriculum, involving vocabulary, grammar, translation and phonetics, as well as questions of method. The psychological aspects of learning a foreign language have thus far been little touched, and the transfer of values which carry over between modern languages and other subjects has not yet been measured. While there are many questions of organization and administration affecting modern language instruction which must now be raised, the method of approaching these questions varies from the researches of the graduate student or more advanced scholar, closeted with a bookcase full of reports, to the phonetic experiment conducted in a laboratory equipped with costly apparatus, or the carefully controlled progress through the scholastic year

of parallel classes using different methods. An attack on all these questions would require the mobilization of all the educational psychologists and a considerable proportion of the modern language experts of the country, and, incidentally, the income of an empire. The task of the Investigation Committee is to seek out the most important and fundamental things and arrange for their investigation. In such an allocation of test and experiment the secondary schools of California will certainly have their part.

Measurement has its limitations. In every question where it enters and in many where the factors are not measurable, the experience of well-trained and seasoned teachers must be sought. The value of the various objectives of modern language study, and the means of getting at these must rest, to a considerable extent, on opinion, but the opinion of experienced teachers gathered from a sufficient number of sources is of high scientific value. It will be our task next year to sound out this opinion widely regarding all questions which bear on the method and content of modern language instruction: textbooks, oral and aural practices, the presentation of literary and cultural material, the use of phonographs and phonetic instruments, the organization of courses; in short, everything that makes for an arrangement of the work with a view to definite goals and proper adaptation of the materials and methods of instruction to these. To these questions the teachers of California will certainly be called upon to make their contribution.

Le Temps

Demain, disons-nous, viendra-t-il jamais?—
Hier est mort et passé, tout en cendre;
Aujourd' hui, c'est le présent qui paraît,
Et le seul duquel nous pouvons dépendre.

Pour cette raison, ici, je proclame,
Qu'à présent, il faut savoir profiter,
Des trop courts moments qui ravivent l'âme,
Nous font désirer demain, puis chanter.

C'est maintenant que tout sourit, s'éveille,
La nature; champs, forêts, nids, oiseaux,
Près verdoyants, collines, frais ruisseaux;
Tout fête le temps, ainsi fait l'abeille.

Chaque jour, notre tâche nous appelle,
Il faut l'accomplir, oui, avec ardeur;
Demain viendra, il faut être fidèle,
Et recommencer toujours de tout coeur.

Espoir, espoir, en Dieu est l'avenir!
Mais aujourd' hui puisque le soleil brille,
Soyons heureux; sachons nous souvenir,
D'hier aussi, quand l'étoile scintille.

LOUISE DELORME NEVRAUMONT.

Manual Arts High School
Los Angeles, AVRIL, 1925.

SOME EUROPEAN SNAPSHOTS

H. R. BRUSH, *University of California, Southern Branch.*

Nowadays there is nothing particularly remarkable about a trip to Europe. Any one who can save, beg, borrow or steal the comparatively limited sum necessary is practically certain of a safe trip, enjoyable time and assured return. When I happened to note in the Paris edition of the New York Herald that the permanent American population of Paris is nearly 30,000, and that probably 50,000 more are transient visitors, I concluded that it would be useless to pose or expatiate. So, if I am passing on any comment to the readers of the BULLETIN at the editor's request, it is merely in the hope that some of the events witnessed and the impressions received may prove of interest.

I left Los Angeles in September and went directly to Paris, which remained my headquarters during my stay abroad. The French capital was the scene of so much that was interesting that I spent more time there than I intended originally. Nevertheless, one trip was made to Normandy and Brittany, two to different sections of the Battle Front, one to Belgium, and a longer one to Switzerland, the Rhone Valley and the Riviera. Many of you have made similar trips and the mention of the localities will doubtless call up a multitude of reminiscences.

When I reached Paris, the city was much stirred by the illness of Anatole France, who passed away shortly after my arrival. The body lay in state at his residence, the Villa Said, and during all of one day the people of Paris filed through the rooms to pay their respects. All classes of society were represented and the attitude and comments showed the general grief. The funeral itself was an impressive ceremonial, national in its character, and was attended by the Academy, the highest civil and military dignitaries, and an outpouring of the populace. It was indeed suggestive to see the honor paid to a great man of letters.

Somewhat similar in nature but wholly different in character, was the ceremony of the transfer of Jean Jaures' body to the Pantheon several weeks later. Entombment in the national shrine of great men is no common event; besides, the significance of this man, a Socialist and pacifist, who was assassinated at the beginning of the

Great War, lent a special importance. The body had been brought to Paris and lay in state at the Chambre des Deputés. At eleven o'clock on a Sunday morning the procession started on its way along the Boulevard St. Germain, the Boulevard St. Michel and the Rue Soufflot to the Pantheon. Elaborate preparations against disorder had been made by the authorities. The line of march was flanked by soldiers and police, stationed some ten feet apart, and all important cross streets had squadrons of cavalry ready for service. The whole route was packed with people who jostled and crowded to get next to the curb. Everywhere there were men selling red ribbons and labor newspapers, which were filled with eulogistic notices about Jaures. The body was borne on a huge catafalque drawn by coal miners in their working garb, and at each of the four corners was a huge urn from which clouds of incense slowly diffused to mingle with the gray November fog. The marchers in line represented the dignitaries of the nation, but even more the working classes. The red flag was carried by some of the latter and the strains of the Internationale were frequently heard. The cries of the spectators represented mingled sentiments: hostility to war, demands for social justice, attacks upon bureaucracy and politicians and exhortations to support the government. The atmosphere was tense, but apparently the masses were quite willing to confine ebullitions to the vocal. However, it gave a fine opportunity to observe the Parisian populace.

A few days later the dinner of the American Club of Paris on Thanksgiving Eve, gave an opportunity to view officialdom. Through the courtesy of Consul-General Skinner there came a personal meeting with both Marshals Foch and Joffre, something not easily to be forgotten. The speech of the new French ambassador to Washington, M. Daeschner, was marked by a deft reference to the question of the debts and was really the first gun of the campaign that was later to be waged with so much energy. Equally deft and interesting was the reply of our own Mr. Herrick, who answered in a way both polite and firm. Most of the readers of the BULLETIN have read the con-

troversy in the press, but it was far more exciting to hear the actual words of a concealed debate.

The Thanksgiving Day service in the Madeleine, the next day, was the occasion for another outpouring of Americans. It gave a thrill to see Old Glory carried by a group of sturdy American soldiers from the Paris Post of the Legion, to hear the tribute paid to America by the curé and to listen to the reading of President Coolidge's proclamation. Incidentally it was quite remarkable to listen to the curé's remarks, first in French, to his French auditors; next, in excellent English, to the Americans present.

Rarely could one happen upon Paris at a more interesting time. Political and social events occurred in rapid succession and discussions of all kinds were rife. The operations of the Dawes Plan, the recognition of Russia, and the ever-present question of the debts were debated everywhere. Just before the British elections, France, at the suggestion of Premier Macdonald, had agreed to interchange ambassadors with the Moscow government, and relations were thus renewed. Then came the publication of the alleged Zinoviev letter, and the surprising reaction of the British electorate, followed by the repudiation of the conventions made by Britain's labor government with Moscow. There were many in Paris who felt that the Herriot ministry had acted too quickly and the arrival of Krassin was greeted with both applause and disapproval. But, on the whole, European sentiment has come to feel that the present Russian regime is permanent, that it will undergo a gradual evolution and that it must be dealt with officially.

The debt to America was continually discussed, and is too great a question for debate here. Suffice it to say that the French people, while they do not specifically refuse to acknowledge it, feel that the payment is impossible, and will not admit of the justice of the full amount. France has not balanced her budget and does not appear likely to do so. And the Dawes Plan is accepted, but merely in a spirit of skepticism.

There were various interesting functions at the American University Union, which is an institution supported by the Carnegie Foundation and a number of our universi-

ties. It forms a center for university people and any who go to Paris will find a warm welcome and much assistance at the headquarters at 178 Boulevard St. Germain. There can be found information as to accommodations, contacts with other university men and women, and help in unraveling of the perplexities of courses of study at the various French institutions.

I wish space permitted some details of the various trips about the country—to Mont Saint Michel with its famous old Abbey, to quaint Brittany and its refreshing common folk, to the glimpse of the trenches near Rheims, to the ghastly scars of tragic Ypres. I should like to tell of a visit to Geneva, where a former student of mine who is now in the secretariat of the League of Nations, gave me an insight into the workings of that much-discussed organization, and quite converted me to a belief in its accomplishments. And the visit to Chamonix, where I had the good fortune to meet a veritable M. Perrichon, although the charming Henriette was unfortunately absent. So, also, the Rhone Valley and the Riviera, where I felt myself back in our own Southern California. But all this would take much more space than the Editor has at his disposal. Suffice it to say that the traveler who goes merely to Paris and spends his time migrating between the Café de la Paix or the American Express Company office to the fool-traps of Montmartre has made the mistake of his life. Let him get out into the country, away from the flocks of tourists and mix with the people. Then, and then only, will he find the unmistakable charm of France lay hold upon him.

And what a charm it is! The atmosphere of beauty, the delight of getting from Main Street, from worrying about what "folks will say" of your remarks. Bernard Shaw is it, who says that the American is more than anybody else on earth passionately desirous of improving himself, and when he thinks he has improved himself sufficiently, he begins to hunt around for somebody else to improve. Well, one finds nothing of that sort in France, and the realization is delicious. And one may mix with a social crowd and find that it is not "highbrow" to talk about things literary or artistic. There is no booming or boosting, no "what do you think of us?", nothing provincial; but instead, the cosmopolitan. I find myself gen-

uinely homesick for the scenes that have been left and for the good French folk with whom I associated.

What a jumble this all is! But it is impossible to record in a short three or four pages the kaleidoscopic experiences of four months. I find myself renewed in zeal and vigor by the vacation. More and more there grows on one the realization that every teacher, particularly the teacher of language, should spend time abroad and spend it frequently. Our two eyes are given us for the

purpose of affording us with a sense of perspective. And a visit abroad with the consequent opportunity to view matters from the standpoint of another nation and race gives us the emancipation from the narrow and provincial. Since we have come into the Old World as a nation—and the single most important impression that one gets abroad just now is the absolutely staggering influence of America in world affairs—the greater is the need for all Americans who can to make the trip.

SPANISH FOLK-LORE IN THE UNITED STATES

AURELIO M. ESPINOSA, *Stanford University, California.*

One of the richest fields for the study of Spanish folk-lore is the southwestern part of our own country, particularly the states of Texas, New Mexico, Arizona and California. Some of these regions are very old in Spanish traditions and have very tenaciously preserved many precious documents of old Spanish folk-lore that other Spanish countries and even Spain itself have completely forgotten. For the comparative study of Spanish folk-lore, therefore, the collection, publication and study of folk-lore materials from the above mentioned regions are of the greatest interest and importance.

Very little has been done in the collection and publication of really traditional material of Spanish source from any of these regions, with the single exception of New Mexico. In the field of New Mexican Spanish folk-lore, the author of this article was fortunate enough to collect abundant materials that have been a distinct addition to general Spanish folk-lore studies.¹ Some of these materials, particularly the purely linguistic studies, the folk-tales and the *romances tradicionales*, or traditional ballads, have been a very welcome contribution to Spanish linguistics and folk-lore. The traditional Spanish ballads, for example, that

are ten in number and are found in twenty-seven versions, furnish us with one of the most interesting and most archaic collections of Spanish ballads that have been collected anywhere in the Spanish world. Some of them are versions of Spanish ballads brought to the New World in the XVIth century and are, therefore, some of the most precious materials of Spanish folk-lore found in Spanish America.

But the New Mexican field has not been exhausted by any means. Much more material is available and it only awaits an enthusiastic collector who will appreciate its worth and save it from oblivion. New Mexican institutions unfortunately take no interest in the matter, and it remains for certain individuals who have the time and the ability to understand what is real folk-lore and what is modern and unimportant to continue this precious harvest.

In California there are more collectors, according to reports, but very little has been published as yet that has any great value for Spanish folk-lore studies. The author has collected and published a small number of traditional Spanish ballads, which like the New Mexican, are real gems on account of the archaic character of the versions. They

¹Most of the writer's articles were published in the *Journal of American Folk-Lore* during the years 1910-1916, with the general title, *New Mexican Spanish Folk-Lore*, as follows: I *Myths*, II *Superstitions and Beliefs*, III *Folk-Tales*, IV *Proverbs*, V *Popular Comparisons*, VI *Los Trovos del Viejo Vilmas*, VII *More Folk-Tales*, VIII *Short Stories and Anecdotes*, IX *Riddles*, X *Children's Games*, XI *Nursery Rhymes*. Fourteen more New-Mexican Spanish folk-tales were published in the *Bulletin de Dialectologie Romane*, Hamburg, Germany, 1914. His collec-

tion of traditional Spanish ballads from New Mexico was published in the *Revue Hispanique*, Paris, 1915, with the title *Romancero Nuevomexicano*. In the work of C. F. Lummis, *The Land of Poco Tiempo*, New York, 1893, there are a few New-Mexican Spanish folk-songs, for the most part modern and of little importance for folk-lore studies. In fact, Mr. Lummis says that in New Mexico no traditional Spanish ballads were to be found. There are ten in twenty-seven versions in my publication mentioned above, and I feel confident that more may yet be found.

are published unedited in the Memorial Volumes² published in Spain recently in honor of Don Ramón Menéndez Pidal, the greatest living authority on Spanish language and literature, and who is collecting for publication the Spanish balladry of the whole Spanish-speaking world. He has the theory that the Spanish ballads are found in oral tradition wherever the Spanish language is spoken, and thus far his theory has been upheld wherever folk-lorists have looked for such materials. The author of this article has an unpublished collection of folk-tales from Spanish California. As for Spanish popular songs and lyrics, the only interesting collection for the Southwest as a whole is the publication of Miss Eleanor Hague, *Spanish American Folk-Songs*, New York, 1917. These songs, however, are not very old. The recent publications of Mr. Lummis, *Spanish Songs from Old California*, are XIXth century songs, and of little interest to folk-lore.

From Arizona and Texas I do not know of any important published documents of traditional Spanish folk-lore. Now that interest in the Spanish language is spreading over our country, thanks to the just appreciation on the part of Americans for a language that is spoken on this continent by some fifty million people with whom we must live in continual commercial and cultural relations, and that is one of the great languages of the world, it is to be hoped that professors and teachers of Spanish in our universities and colleges will make an earnest effort to interest their students in Spanish folk-lore, an almost virgin field that lies at our doors.

One interesting and useful work, for example, that all students of Spanish could very well undertake is the collection from all parts of our Spanish Southwest of the popular lyric quatrains, or *coplas*. In New Mexico and Colorado the Spanish-speaking people call these popular poetic compositions *versos*. *Echar versos*, to compose and sing these popular quatrains on special occasions, was a regular pastime in the XVIIIth and XIXth centuries. Thousands of them have been composed and hundreds may be easily collected. I have a collection from New Mexico, unedited, of about eight hundred. These *coplas* are the philosophy of the people. They are for the most part of a sententious character and express universal

truths. They are usually in octosyllabic verse, the Spanish popular metre par excellence, and very frequently preserve traditional materials two or three hundred years old.

The Amercian Folk-Lore Society, thanks to the efforts and interests of Professor Franz Boas of Columbia University, has taken a very active interest in the collecting and publishing of Spanish folk-lore from every possible source. But the funds of the society are limited, and unless material aid is constantly received from persons of wealth it is very difficult to carry on these investigations. In order to have a large collection of peninsular Spanish folk-tales for our comparative studies the American Folk-Lore Society decided several years ago to send a special investigator to Spain. The generosity of Mrs. Elsie Clews Parsons, past president of the society, and one of the most eminent American folk-lorists, made possible the expedition to Spain, and the result was most fortunate. We came back from Spain with some three hundred folk-tales that will be of inestimable value to our comparative studies.³ We have in these Spanish materials conclusive proof of the theories we formerly held about the general character of the Spanish-American material, namely that it is for the most part traditional and very old. For the ballads the creative period ended in the XVIth century. From that time to the end of the XVIIIth century they came to the New World through various channels of tradition. In other fields the creative period has had a longer life. In the case of the *coplas*, the *décimas*, or ballad-like compositions of a narrative, amorous or philosophic character, the vigor of modern tradition vies with the old.

And to collect these materials from the Spanish-speaking Americans of our great Southwest a work really herculean is necessary. To cry for funds to carry on these researches may seem, in our commercially mad age, like a voice that cries in the wilderness. But it does not matter. For even without funds some of this precious material may be collected by some of us.

²*Homenaje a Don Ramon Menéndez Pidal*, 2 volumes, Madrid, 1925.

³These materials are now being published in the Stanford University Publications, with the title, *Cuentos Populares Espanoles*. Volumes I and II appeared in 1923 and 1924. Volume III is now in press.

QUARTERLY FRENCH BOOK-LETTER

WM. LEONARD SCHWARTZ, *Stanford University.*

Paul Dermée has just been appointed the literary critic of the radio station at the Eiffel Tower. On Tuesdays at five he will give an account of the books of the week, and read literary news bulletins each Friday. But until our receivers have been improved, American teachers may get more help from a periodical letter about French books.

Have you seen the NOUVEAU *Petit Larousse Illustré* (cloth, 22frs, leather, 45frs.) which went to press last December? After the war, the Larousse firm partly revised the *Petit Larousse*, which came out in 1921, with definitions of words like "tank," changes in a few maps, and 16 pages giving the history of the war and the results of the peace conferences. This is the edition of the *Petit Larousse* now sold in America by D. C. Heath & Co. The next revision undertaken by Larousse was that of their two-volume dictionary, which appeared at the end of 1922, with the title *Larousse Universel*, price, half-leather, 195frs, less 5% for cash. A new feature in this work consists of 112 pages of rotogravures reproducing some 650 pictures. The *Larousse Universel* is complete and up-to-date, and should be in every school. I note that it includes the word "autocar" (sightseeing autos), "aspirateur," illustrated (vacuum-sweeper), and a synoptic picture which gives the language of the movies, e. g. "film," "tourner un film" (taking a film). "Dancing" (to be pronounced *dan' sin'gh*) will be found here defined as a "lieu où l'on danse;" the word "poste" (m.) is given in its new meaning of "instrument, apparatus," "poste de T.S.F., poste de téléphone;" and the Ruhr is mentioned with the pronunciation "rou."

The NOUVEAU *Petit Larousse* is based upon the revised two-volume dictionary. Compared with the old *Petit Larousse*, it has 1760 pages against 1680, 51 dictionary entries under Y and 189 under Z, as compared with 24 and 155 in the revision of 1921. I will mention the inclusion of the word "zwanze," dear to Belgians, and many scientific terms like "zymohydroline." Other words and definitions now found for the first time in a *Petit Larousse* are "fascisme" (which replaces the entry "fascio," to be

found in the *Universel*), "filmer," "interallié," "photogénique"—que se prête bien aux projections cinématographiques, visage photogénique," "pyjama" cancelling "puyjama," "radiotéléphonie," "receveur" defined as the conductor who takes fares in a public vehicle, and "vélo" for "bike," from whence the surprising derivatives: "véloceman" and "vélocewoman." All of these items appeared in the *Larousse Universel*, but the abridgment omits "aspirateur" and "dancing." Both works give a place to "pousse-pousse," and reject "djinriki." Neither mentions "machiniste" as the name for an autobus driver, though this word has been posted up all over Paris for years ("faire signe au machiniste pour arrêter la voiture.") Larousse very properly gives the verb "frîre" as transitive, though the old and new Fraser & Squair French grammars (§ 196) mark it intransitive.

The NOUVEAU *Petit Larousse* has also 83 reproductions of famous pictures. I found the "Enfants d'Édouard" mentioned in France's *Livre de mon ami*. The synoptic vocabulary pictures are revised and the biographical and historical portion much enlarged (e. g. Debussy, Degas, L. Guitry, Guynemer, D. Haig, Thos. Hardy, J. Laforge, "Pickwick Club, les Papiers du," Mark Twain, and Tut-ank-ammon.) The maps have been redrawn, and there are new ones, for Yougoslavie, for instance. In 1921, the map of France gave the restored frontier and the two provinces; in 1925, the boundaries of the three departments of Moselle, Bas-Rhin and Haut-Rhin have been added. I have seen no misprints in the *Larousse Universel*, but the *Nouveau Larousse* misspells the name of a swimming stroke, "crawl" (see plate, Natation), and that of "Waren" Harding.

Another March novelty is the pamphlet of French cross-word puzzles by Miss Dubrûle, which may be obtained from Ginn & Co., at five cents a copy. Answers are also supplied on perforated sheets which can be distributed as required in clubs or classrooms.

Paul Reboux has added a volume, of which 80,000 copies have been sold, to the celebrated collections of parodies entitled

A la manière de . . . (B. Grasset, 7fr50), which he inaugurated with the late Charles Muller. Among the writers whom Reboux now hits off are Carco, Giraudoux, LaFontaine, Gide, Porto-Riche, Hugo, Murger, Géraudy, J.-J. Brousson, J. H. Fabre, and Paul Morand. No prize is offered for finding out who is parodied in these paragraphs:

"Une des plus pauvres tentes des bateleurs était remarquable par une toiture plus élevée que les autres. C'était là que Mignonnette s'exhibait, une jeune géante qui mesurait douze pieds comme un alexandrin, mais en hauteur.

Une géante enfant. A cette idée, l'esprit rêve. Une cathédrale peut-elle avoir été miniature? Un cuirassé commence-t-il joujou? Une souris a-t-elle accouché du Mont-Blanc? Dès sa naissance, Mignonnette avait rendu ses parents songeurs. A un an, elle était haute comme une horloge paysanne à balancier, moitié pendule, moitié armoire. A deux ans, elle était haute comme une charrette chargée de foin; à trois ans, elle écornait la voussure des

portes; à dix ans, elle disait: 'Camarades' aux chênes; à quinze ans, elle disait: 'petit' au clocher."

The enlarged edition of *Le Groupe de Médan* by Deffoux & Zavie, published by G. Crès, costs 7frs.50. These biographical studies, "couronné par l'Académie française," give much information that had never previously appeared in print on Zola, Maupassant, Huysmans, Céard, Hennique and Alexis.

Jaques Rivière, born 1886, managing editor of the *Nouvelle Revue française* since 1919, died last February. The April issue of the magazine will be devoted to the appreciation of his work as a link between the younger and elder generation of French writers. His criticism was penetrating. *Études* (Baudelaire, Rimbaud, Claudel, etc.) will soon be followed by the posthumous publication of some of his later articles.

P. S. Read P. Van Dyke's article "Provincial Universities of France" in *Scribner's* for January, 1925.

THE CLEVELAND PLAN FOR TEACHING MODERN LANGUAGES

C. D. CHAMBERLIN, *Frances Willard Jr. High School, Santa Ana.*

A new 130-page handbook of classroom methods is just from the press of J. C. Winston & Co. The author is Dr. E. B. de Sauzé, director of foreign languages for the city of Cleveland. The book primarily is intended as a guide to his "COURS PRATIQUE," published six years before, but it contains good hints for use in Spanish or German classes.

Many texts for teaching French and Spanish have appeared the last few years. Most authors have shown a commendable effort to avoid old, dry methods of teaching. But it still remains a fact that there is a large percent of "mortality" among first year language pupils in schools where anyone may take Spanish and "most anyone" French—35 to 40%, states Dr. de Sauzé. Wherever the intelligence quotient of one hundred is required for admission to language classes, the failures are only about 7%.

There is a spirit of restlessness and even despair among teachers of modern languages. After trying to stimulate interest of pupils by pictures, charts, clubs and

other devices, many shipwrecks continue when deep water is reached.

Six years ago, Dr. de Sauzé, with the enthusiastic backing of the Superintendent of the Cleveland schools, Mr. Robertson G. Jones, determined to discover the stimuli for language atmosphere, by which he could hold the child mind in this difficult field, so that he could put his French teachers to work on a sound basis. His success, in that first year's experiment, proved the high possibilities of enthusiastic teacher co-operation and standardization of common sense principles. In that year, 1918, over 2500 pupils were furnished with mimeographed lesson sheets, and the next year, so signal was his success, that the lessons were put in book form.

During the five years following, other schools adopted the Cleveland Plan. Then, to make the work of the teacher still easier Dr. de Sauzé published his manual mentioned above.

The theory of the manual is that almost any teacher, by using the play and dramatic spirit, can bring into the class room, and

apply to text books for 12 to 14-year-old children, that same miraculous stimulus or atmosphere by which the 5-year-old child learns a strange tongue while playing in a neighbor's yard for a few months with foreign children.

The young people in the Cleveland French classes are taken into "partnership." After a few words are learned, the teacher uses them to describe new ones—to paraphrase—and early in their course the children are encouraged to move about and to dramatize ideas and even words. Thus, they are always "doing," performing something definite, under the supervision of the teacher, and they are learning French naturally—are being taught to think in French.

Nor is the blackboard neglected; every new word goes down there after the ear has heard it a number of times. As for grammar, it is brought in just at the right time to be effective, at the psychological moment. Thus, rules are never forgotten.

Here are a few of the pedagogical principles taken at random from the manual. Some of them have been applied by successful teachers for many years. Others are contrary to what we have held to be sound principles.

Never divide attention; seek to concentrate. Present small units. The sentence should be the unit, not the word. Do not force feeding. Never prompt. Do not allow raising hands. Books always closed, except when reading. It's gross waste of time to use English. Do not require memorizing vocabulary lists. If too much emphasis is

placed on learning verbs by paradigms, you prevent spontaneity, and delay fluency in conversation. Do not learn phrases parrot-like. Paraphrase new words by defining them with known ones. Short, oral drills stimulate thinking, facilitate learning words and hasten the mastery of rules. Don't translate; words thus taught are fleeting.

Link new words with old; new thoughts with old; this stimulates interest, arouses curiosity and causes concentration with a satisfaction of permanent discovery. By association of new ideas with old you cause the new to be easily remembered.

It does but little good to go over old lessons; the interest is gone. The vital words must be recalled in the paraphrasing of new.

In teaching grammar it is better to have the pupils discover the rule after the element is presented. Otherwise time is wasted.

Go over new lessons with the class. Once a week give written exercises. Do not fail to underscore and grade off for mistakes on basis of 100%. Pupil must correct mistakes in margin.

Let each word in a test have a known value, or definite number of points to be marked off if incorrect. Let a verb have a value of "3," also "pronoun complement." A subject pronoun is so simple, its value would be "1." Most adjectives would be worth "1"; others, more difficult to remember, or to pluralize, are worth "2," etc.

The sum of all words in the test will be 100. A pupil having five verbs wrong would be marked off "15" making his grade 85%.

The Linguistic Society of America, organized last December to promote the scientific study of Language, had on April 2, enrolled 270 paid members. The first number of *Language*, its official organ, has just appeared. It contains an article on "Why a Linguistic Society?" by Leonard Bloomfield, Ohio State University; The Call for the Organization Meeting; Proceedings of the Organization Meeting; Abstracts of Addresses at the first meeting; Notes and Personalia; The Constitution of the Society, and a List of Foundation Members.

A series of monographs has been planned for subsequent issues, some manuscripts being already under consideration. Those who are interested in language are invited to become members, by sending their names and addresses and the dues for 1925 (Five Dollars) to the Treasurer, Professor Roland G. Kent, University of Pennsylvania, Philadelphia, Pa.

The members will receive the monographs as well as the journal, without additional charge.

The *Bulletin*, which is the official publication of the New York State Department of Education, announces that, "beginning with June, 1927, a mass test in hearing—that is, an 'aural' test—will, it is expected, be an integral part of the regent examinations in French, German and Spanish. This is a proposed innovation which follows as a result of the adoption of a rule by the Board of Regents that 'oral credit' should be obligatory for teachers of French, German and Spanish on and after September, 1926. It is expected that regents' credit for the written examination and the 'aural' tests will be apportioned on the 3-2 basis (3 counts for the written test to 2 counts for the 'aural' test for every year of passing rating)."



COMMUNICATIONS



French and Spanish This Summer at Stanford

Among the readers of the Modern Language Bulletin there are doubtless many who contemplate pursuing advanced work in French or Spanish during the coming summer. To such teachers and students the program of the Department of Romanic Languages of Stanford University for the summer quarter of 1924-25 should be of interest.

In the first place let us remind our readers that the summer quarter at Stanford is not a "summer school," but a section of the year's work in which a student may earn as many hours of credit as in any other quarter of the academic year. Furthermore, in the Department of Romanic Languages, the courses offered from summer to summer, although of the same general character, differ sufficiently in content to enable students enrolling in the summer quarters only to pursue a continuous program of studies covering the requirements for advanced degrees or for the high school teacher's certificate in California. In view, however, of the fact that certain students registering for work in the summer quarter are obliged by their own professional duties to leave the University before the end of the session, the quarter is divided into two halves and credit is granted for work done in either half, whether the courses elected extend through one or both terms. This year the first half, or term, begins on June 23 and ends on July 25; the second begins on July 27 and ends on August 29.

In planning its summer programs the Department of Romanic Languages endeavors to provide courses of practical value to teachers and courses of interest to candidates for advanced degrees. Work of a more elementary nature, with the exception of courses in pronunciation and conversation, which so often appeal to teachers, is not usually scheduled for the summer quarter. Moreover, the members of the regular departmental staff who are on duty during the summer quarter invariably have

the co-operation of distinguished lecturers from other institutions. This feature of the work has proved and will continue to prove especially attractive to advanced students, who naturally seek the greatest possible variety of contacts with competent teachers in their chosen fields.

The departmental faculty for next summer will consist of Professors O. M. Johnston and C. G. Allen of the regular staff, Monsieur André Morize, Associate Professor of French Literature at Harvard University, and Señor Antonio Garcia Solalinde, one of the professors of the *Centro de Estudios Históricos* of Madrid and Visiting Professor of Spanish at the University of Wisconsin.

Professors Morize and Solalinde will, of course, conduct their classes in French and Spanish, respectively. Both will offer courses in advanced composition designed to meet the needs of students who already possess a good general knowledge of French or Spanish, but who have not yet mastered certain difficulties of the written language and certain peculiarities of style. Professor Morize will also give courses on the *Development of French Lyric Poetry in the Nineteenth Century* and on *Methods and Practices in the History of Literature*. Enjoying as he does a national reputation as teacher, lecturer and director of research in literature, Professor Morize should attract advanced students of French, whatever be their individual interests. Professor Solalinde will give, in addition to his course in advanced composition, a course on Contemporary Spanish Literature and a series of weekly lectures (for which no university credit will be granted) on *La España de Hoy*.

Professor Johnston offers a course on *The Problems of Teaching French*, in which in addition to the discussion of methods and of pedagogical bibliography which belongs, rightfully enough to such courses, but which is too often emphasized to the exclusion of all else, special attention is given to phonetics, as a means of teaching French pronunciation, and so a detailed discussion of some

of the most interesting problems of grammar and syntax. Professor Johnston's other two courses: *French Historical Grammar* and *Old French Literature*, are graduate courses that will appeal especially to candidates for advanced degrees, but which should also interest teachers who have neglected this side of their subject.

Professor Allen's program includes a course on *Spanish Classics* (masterpieces of the Golden Age) in which representative texts are read and interpreted in class, a lecture course on the *Modern Spanish Novel* and a seminar on Cervantes.

In addition to this interesting curriculum in French and Spanish, there will be a series of popular lectures on language and literature open to all students. These will be given by Professors Aurelio M. Espinosa, O. M. Johnston, and others. Full information and announcements of courses may be had from the Director of the Summer Quarter, Stanford University, Cal.

STANLEY ASTREDO SMITH

Stanford University

Instruction in German at Stanford This Summer

The Department of Germanic Languages at Stanford University offers in the coming summer quarter the following courses: Second-year German (equivalent to third-year high-school German), divided, for the sake of accommodation, into a three-unit reading section and a two-unit composition section; science German (two or three units); a three-unit third-year reading course, presupposing three to four years of high-school German; advanced composition, with individual instruction; illustrated lectures in German on Germany and German life; a study of Heine and the Young German movement; lectures on current literary movements in Germany; illustrated lectures on the relation of art to literature in Germany; lectures on the teaching of German literature; courses in directed reading, to meet special individual needs and desires, either in science or literature; individual training in research; theses for advanced degrees. In addition to Professor Rendtorff and Instructor Mahr of the regular staff, it is proposed to appoint a part-time assistant, in order to provide as nearly as possible

any grade of instruction needed, except first-year German.

An announcement of courses, containing full information may be had from the Director of the Summer Quarter, Stanford University, California.

Our Club

Questions have come to me from time to time about our Spanish club. Since this is a subject of general interest, I shall answer some of these in an article which all may read and with the hope of seeing on these pages some later day accounts of similar organizations elsewhere.

The club originated three years ago with the twelfth year class, and only the members of that class were eligible since their meetings were held during the hour allotted us for recitation and study. They gave it the name of an old pirate ship, "La Hispaniola," and launched out upon their new undertaking with real enthusiasm and daring.

The "locuciones parlamentarias" in Miss Henry's little book of plays were typewritten and each member given a copy. From that time to the present I find that they often express in Spanish in the club what they would not think they could attempt outside.

The Spanish shield containing the lion and the castle was chosen for their pin.

Their purpose was to become more proficient in the use of the language; to become better acquainted with the Spanish-speaking people and their customs, both directly and indirectly; and to be helpful to the students of Spanish in Pasadena High School.

To this end they have worked and accomplished their aim to such an extent that they serve as an incentive to the lower classes to continue the study of the subject that they may become members of this club. "La Hispaniola" has been kept alive by initiating and receiving into membership the eleventh year class at the close of the year. At present there are two twelfth year classes and a Junior College class, doing the same grade of work so the circle has widened and the meetings are held during the thirty-minute advisory period.

The formal programs of the club consist of talks on Spanish-speaking countries, Spanish artists, debates, musical programs,

and so forth. For the first time we are placing in the hands of each member a neat and attractive calendar of the term's events. This throws an added responsibility on them and serves as a stimulus to serious work.

In the attempt to be helpful to others, plays are given for the benefit of all, or outside speakers are invited to address the students of Spanish, and when possible these are entertained very informally by the club at a luncheon or a tea. This has been found to be most profitable and enjoyable. They are thus enabled to come into personal contact with those who are especially prepared to be helpful to them and it also affords opportunity to venture into new fields of conversation. On several occasions some of our own teachers have been invited to tell of their trip through Spanish-speaking lands and display pictures, posters, and souvenirs. At other times we have had as guests consultants or professors.

At Christmas time the needy Mexican children of the community are remembered. Sometimes a tree and gifts are taken to the local church, and there distributed by the pupils, but this year each club member was given a name and he took special interest in providing for that particular child. When the little ones were brought to the school their names were read and they were immediately adopted by their respective hosts. It was very satisfying to see the unselfish, and I may say even affectionate, interest taken in each child. A brief program was furnished by the visitors and then they were taken to the Christmas tree and "San Nicolas" loaded them with gifts, not all brand new, to be sure, but all acceptable. As the children were leaving I overheard one girl exclaim, "Gee! I never talked so much Spanish before in my life!"

For our Carnival last year the club sold Mexican candy and presented a bull fight, in which the "bull" was wrapped in a bear's skin and the "picador" rode a wooden horse mounted on castors.

The social functions are very popular. The plan is to have one party or picnic a semester. At the last party the company was divided into four groups, each representing a university. Suitable yells in Spanish (for that is always the language of the evening), were made up by each and representatives chosen to enter the various com-

petitive events programmed, and a most hilarious time followed. The next party is to be one in which Spanish costumes alone are to be worn and to which all former members available will be invited.

The half-day excursion is always taken in the spring when all Nature is at its best. A true Spanish dinner is enjoyed, either under the spacious grape-vine in San Gabriel or on the wide veranda of Casa Verdugo, Glendale, and the conversation is always enlivened by the presence of Spanish guests. A visit is then made to the San Gabriel Mission through which we are conducted by a Spanish guide.

To me, the work of the club is very well worth while. Through it results are attained and enthusiasm awakened and kept alive which would otherwise be lost, and, best of all, it helps me to know my pupils.

SARAH M. HATFIELD

Pasadena High School and Junior College

Pasadena Junior College Students, who are enrolled in the language classes, are enjoying a series of luncheons served in the Model Flat in the Domestic Science Building. Each Wednesday a different group under the leadership of their French, German or Spanish teacher, is served a luncheon typical of the people whose language they are studying. The menu, table decorations, etc., are all appropriately carried out so that every incentive is given to speak the foreign language and to get into the atmosphere of the foreign country.

This is the first year that the Pasadena Junior College has been organized, but already great interest has been shown in the language courses. Mr. C. H. Cave has the class in German, Miss I. Cass in French, and Mrs. S. Hatfield, Miss L. Gatch and Miss K. Loly are teaching classes in first and second year Spanish. Next year classes in second year French and German, and in third year Spanish will be offered.

The Language Department of Pasadena High School has made an innovation this year in having a column of the school paper devoted to items of interest in the language work. We hope this column will stimulate interest among language students

and pique the curiosity of those who are not acquiring "the gift of tongues."

Our plan thus far has been to include a brief contribution from each of the languages, Latin, French, German and Spanish, in each week's issue. As far as possible we secure the material from the students, as they enjoy reading their own efforts more than extracts from magazines, etc. We hope to vary the subject matter, however, and include stories, current events, jokes, items on interesting customs, short poems, etc.

As a rule we prefer the foreign language, but occasionally we will print interesting items in English for the benefit of the uninitiated.

Any suggestions from others who have had experience in such a project will be most welcome.

MARY ELIZABETH DAVIS.

Pasadena High School.

A regular meeting of the San Joaquín Chapter of the American Association of Teachers of Spanish was held at the Tegeler Hotel in Bakersfield, Saturday, March 21. The number of persons present permitted all to gather for luncheon around one large table, and Spanish conversation on this occasion got farther than the repetition of trite phrases. Two Bakersfield students presented the Argentine tango in costume. Miss Alma Forker sang several appropriate songs and talked a little about Spanish music. Miss Burt spoke on "La Reina Calafia" and Blasco Ibáñez as an observer of life in California. The next meeting was set for Saturday, May 9, at Fresno.

Orange County Modern Language Council

The second meeting for the year 1924-25 of the Orange County Modern Language Councils was held in the city of Orange, Tuesday afternoon and evening, March 3rd, at the Orange Union High School. Large representations from Fullerton, Anaheim, Santa Ana and Orange were present and contributed to the discussion of the second topic proposed for the session, "How Are We Putting It Across?"

Miss Lois Dyer of Anaheim, president of the Council, outlined in a very helpful manner her plan for teaching vocabulary in first year Spanish classes. Miss Martha Ehlen

of Fullerton contributed a number of good suggestions for teaching Spanish; Miss Sharpe of Fullerton gave a detailed account of a mock trial in college French classes; Miss Suzanne Parker of Santa Ana spoke of her experiments in using cross-word puzzles with Junior High students of French; Miss Hart of Santa Ana described the original work in Spanish done in the Julia Lathrop Junior High School with familiar scenes in Shakespeare; Miss Swass of the Santa Ana Junior College gave an interesting account of testing oral work done in class.

Miss Frothingham, Miss Trythall, and Mr. Chamberlin of Santa Ana, Miss Troup of Anaheim, Miss Johnson of Fullerton, and others, told of new experiences and experiments in this year's teaching.

Miss Hattie Nobs of Orange was hostess at a delightful dinner party following the afternoon meeting, when the discussion assumed a less formal character.

Illness and conflicting professional duties occasioned the absence of several members from Garden Grove, Huntington Beach, and other points. In view of this fact the discussion of the first topic, "Reading Materials" was postponed until the May meeting, which will be held in Santa Ana.

LELLA WATSON,

Santa Ana.

Try This Experiment!

The wide-awake pupils of the Spanish classes of the Frances Willard Junior High School, Santa Ana, Calif., are so enthusiastic over the practical working of a combination of the Dalton plan and Project method, that they want to share their interesting experiment with others.

The Spanish Club of that school has voted to devote its meetings till June, if necessary, to preparing hand-made charts and graphs, duplicates of the ones used in their daily class-work, and mail, free of charge, to Spanish or French teachers who may wish to try them. Here is the letter which the Club has voted to publish in the MODERN LANGUAGE BULLETIN:

To the subscribers of the BULLETIN:

We, the members of the Spanish club of the Willard Jr. High school, desiring to share the enjoyment and practical results we are deriving from a new method

we are now using in conducting language recitations, offer to mail, free of cost, the various "graphs" and wall charts used in the class room, to any teacher who may wish to try them, or even to see them.

All we ask of you is to send your name to our Club, stating the number of pupils and classes per day, and we will mail to your address, the chief forms necessary for socialized work, together with instructions, mimeographed by our teacher.

Of course, at the end of each month, these forms must be reproduced, but that may be done, with practically no cost, on store paper, and with but two or three hours' labor for one person.

Address communications to our president.

GRACE HASKELL,

*Frances Willard Junior High School,
Santa Ana, California.*

It is claimed that the above method relieves the teacher of much detail of classroom labor, correction of papers, etc., and since there is no expense nor obligation to use the material when received, we suggest that a number of teachers of foreign languages gratify the Santa Ana club by sending for the information offered.—*The Editor.*

Vacation Study in Madrid

SUMMER SESSION OF THE CENTRO DE ESTUDIOS HISTÓRICOS

Elaborate plans have been made for the fifth trip to Spain of American students who are to attend the fourteenth Summer Session of the Centro de Estudios Históricos in Madrid from July 13 to August 8. This tour, organized by the Instituto de las Españas with the coöperation of the American Association of Teachers of Spanish, will be under the personal direction of Francisco Piñol of Connecticut College, and William M. Barlow of the Curtis High School, Staten Island, New York, Professor R. E. Schulz of the University of Southern California acting as regional organizer. The tour will be even more comprehensive and comfortable than the famous tours formerly conducted by Sr. Ortega. Leaving New York on the splendid French liner Paris on June 27, the party will visit Paris and vicinity from July 3 to 7, stop at Biarritz, San Se-

bastián, Bilbao and Burgos and arrive in Madrid just in time for the four weeks' Summer Session of the *Centro*. The courses offered this summer are especially rich and interesting: A Critical Resumé of Spanish Literature, Historical Survey of the Spanish Language, Spanish Drama, Contemporary Literature, History of Spain, Spanish Phonetics, with well organized practice classes in syntax, translation, dictation and phonetics, and special lectures by D. Ramón Menéndez Pidal, D. Elías Tormo, D. Manuel B. Cossio, Da María de Maetzu, and others.

Leaving Madrid on August 8 an extended visit is to be made in Southern Spain, with stops in Córdoba, Sevilla, Huelva, Cádiz, Algeciras, Ronda and Granada, with trips from Huelva to Cádiz and from Cádiz to Algeciras by steamship. Specially noteworthy will be the trip through Galicia, "the Switzerland of Spain," to Vigo and the pilgrimage to the famous shrine of Santiago. During the Summer Session there will be week-end excursions to Toledo, El Escorial, Aranjuez, Sevogia and the Royal Palace at La Granja, in addition to many personally conducted visits to points of interest in Madrid.

Learning a Language Through Dramatization

High school students like to give plays but it does take a great deal of time to prepare them, and one is often tempted to feel that much of this time is wasted. If, however, the material committed to memory is all in a foreign language with which the student is trying to become familiar, the case is changed entirely.

At a recent general assembly of our high school, to which interested outsiders were also invited, my All Spanish class presented one of Morrison's "Tres Comedias Modernas," entitled "Los Pantalones." The class had been working on it for weeks and using class time for practice. It was a small class and each member had a part in the play. They learned their portions willingly and in so doing learned a considerable amount of Spanish which they will not readily forget. Not only this, but when students use the language in this way they make it, to a considerable extent, their own means of expression, and gain a fluency worth having.

In order to help the audience to follow the plot, I had one of the students come on the stage after each curtain and read a short synopsis of the scene to come. In this way all the people knew what it was about, and the suspense was held to the last.

H. WILLARD TODD.

Lomita High School.

¡Hacia España Se Mira!

La Libertad es planta que crece lentísimamente entre la especie humana, y sus cultivadores tienen que entusiasmarse por donde sea para no desanimarse de lo difícil de su tarea. España contribuía mucho, cien años ha, para que creciera el ideal de la libertad y no desmayaran sus devotos.

En el periódico madrileño "Miscelánea de Comercio, Artes y Literatura," número 64, del 27 de marzo de 1820, se lee: "Una carta de la misma ciudad de Berlín anuncia que todos sus habitantes suspiran ardientemente por la libertad. Las noticias de España han producido la mayor sensación en todo el reino de Prusia; pero el gobierno procura desfigurarlas, y no comunica ninguna de las que recibe, que es lo mismo que hacen todas las demás cortes que no tratan de contemporizar con lo deseos de los pueblos. Apesar de esto se sabe lo que pasa, porque el comercio de Prusia recibe muchas cartas de la península, que circulan con una rapidez increíble, y esta ánsia que tiene el pueblo prusiano de saber los triunfos de la libertad, hace esperar que no le abrumarán por mucho tiempo sus cadenas."

Bajo fecha del 21 de abril de 1820, en el número 75 del mismo periódico se reproduce una carta de un literato español residente en París que dice en parte lo siguiente; "Los

sucesos de España han admirado a toda Europa, que mira con el mayor respeto a una nación a quien despreciaba antes, lo mismo que a los marroques. Desde estas cosas nos detienen en las calles los conocidos y no conocidos, nos abrazan, nos besan y nos ensalzan; lo mismo sucede en Alemania, que piensa que el ejemplo de España hará romper las cadenas a todos los pueblos. Los españoles han llegado a ser de moda, y así está fija sobre ellos la atención de todas las naciones. La masa es buena; si no se avinagra, saldrá un pan esquisito."

En "El Constitucional," periódico madrileño, número 364, del 7 de mayo de 1820, se da noticias de Viena bajo fecha del 14 de abril como sigue: "El Congreso se disuelve más pronto de lo que se creía, cuya precipitación no puede tener otra causa que la inesperada revolución de España. Los diplomáticos alemanes estaban discutiendo muy despacio los intereses de sus soberanos, fundados en la obediencia pasiva y maquinaal de los pueblos, cuando de repente saber que una nación postrada bajo el yugo de esta misma obediencia ha dado a todos los pueblos del mundo la más noble, la más enérgica, la más útil de las lecciones."

F. SCHNEIDER.

Universidad de California.



ASSOCIATION ACTIVITIES



The annual spring meeting of The Modern Language Association of Southern California will be held at the Southwest Museum (Marmion Way and Ave. 46), on Saturday, April 25, 1925.

The following is the program:—

9:30 A. M.—SPANISH SECTION.

1. Business Meeting.
2. Address: Algunos problemas comunes de literaturas inglesa y española, by Professor José Pijoan, Pomona College.
3. Piano Solo (Selections by Spanish and Mexican Composers), Señor don Salvador Ordóñez, Mexico City.

10:30 A. M.—FRENCH SECTION.

1. Causerie: "Voyage en Europe," Professor Louis Briots, University of California, S. B.
2. Piano Solo (Selections by French composers), Miss Katherine Nason.
3. French Songs: Miss Georgia Johnson, Manual Arts High School.
4. Business Meeting. Election of Officers.

11:30 A. M.—GERMAN SECTION.

Discussion: The Complete Method of Language Instruction.
Mr. C. H. Cave, Pasadena High School.
Dr. F. H. Reinsch, University of California, S. B.

12:30 P. M.—LUNCHEON AT IDYLLWILD INN, 4972 Pasadena Ave., Cor. Ave. 50.

1:30 P. M.—JOINT SESSION.

"Words of Welcome":
Dr. John A. Comstock, Director, Southwest Museum.
Dr. J. A. Munk, Donor, Arizoniana Library.
"Souvenirs":

Spain—Mrs. Ernestina López, Hollywood High School.

France—Professor Henry Brush, University of California, S. B.

"The Modern Foreign Language Study," George W. H. Shield, Regional Chairman for California.

Demonstration: "Socialized Classwork and Group Teaching by Superior Pupils," Mr. C. D. Chamberlin, Frances Willard Junior High School, Santa Ana.

(Result of 8 years experimentation with certain phases of the Dalton, the Cleveland and other progressive plans.)
Business Meeting.

All modern language teachers and their friends are most cordially invited to attend any or all of the above gatherings.

Opportunity for joining as members and supporters of our Association activities will be given.



FIELD NOTES

(Items of department activities are solicited for this column. The fullest co-operation is desired. Each school should be represented regularly.)



Modern Language Contest

The third Modern Language Tournament of the Los Angeles City Schools will be held at Sentous Junior High School, at 9:30 A. M., Saturday, May 23, 1925.

It will consist of the same contests as formerly, i. e., the following in both French and Spanish:

III and A9 Vocabulary Match (oral and written); IV and A10 Verb Match, A11 Translations; A12 Original compositions, with idioms.

Each Contest will be based on the prescribed Course of Study and no preliminary tests or lists of words will be issued.

All teachers are requested to pay especial attention to the kind of work required in each grade, then choose the best pupil to compete with the children in the corresponding grades in their school. The teachers in the various schools may choose their representatives in any way most suitable to them. Having chosen the two best pupils for each grade contest, let them go to the tournament with the feeling that the whole school is behind them and expecting them to bring home the honors.

The purpose of the Tournament is primarily to encourage the pupils to do their very best during the semester. By means of the Tournament it is hoped that a stronger spirit of co-operation will be developed among the pupils and the teachers in the same school, and in their relation with their co-workers in the other schools of the city.

The Tournament should also arouse more school spirit for language study, just as it is done in athletics and other subject contests. Let's have more school spirit behind the Tournament!

To foster this spirit of wholesome rivalry, the teachers are asked to invite their respective principals to donate \$5.00, or more, from the school fund, to the cause of the Modern Language Tournament. The money will be used to buy pins for the winners and trophy cups for the schools which win the greatest number of points. Several principals have already expressed a desire to co-operate, believing the Tournament to be worthy of encouragement.

A Committee is now working on plans for a more equitable division of points to be won in the contests, so that each school, large or small, may have a fair chance to win a trophy cup. This system of scoring will be announced as soon as it is perfected.

Meanwhile, every school should be working hard to produce its share of capable French and Spanish students for the Tournament.

The following chairmen will be glad to receive suggestions which principals or teachers may have:

Miss Pendleton (Jefferson), French III and A9; Miss Adam (LeConte), IV and A10 French; Mrs. Goodwin (Hollywood), French A11; Mrs. Nevraumont (Manual), A12 French; Miss Bellotina (Sentous), Spanish III and A9; Mrs. Marsh (John Adams), IV and A10 Spanish; Mr. Williams (Hollywood), Spanish A11; Miss Carillo (Hollywood), A12 Spanish; Mrs. Henry (Fairfax), Chairman of French Section; Miss Blatherwick (Berendo), Chairman Spanish Section; B. Blatherwick, General Chairman.

The Study of German

There has been no cessation at any time of German instruction in the universities in California. In some of the smaller collegiate institutions there were not applicants enough to justify the giving of the subject. At present German is being taught in most of the colleges and junior colleges.

For many college students a knowledge of German is either required or, at least, highly desirable. If students postpone the acquisition of German until they enter college, the age when vocabulary and forms are easily acquired and retained will have past,—particularly if the students lack the training derived from previous foreign language study. Besides the time that can be allotted in college to German is naturally limited.

That this situation is being more clearly recognized is shown by the fact that the teaching of German is being resumed in many high schools.

No complete list of the schools in which German is given is available, but such a list would include San Francisco, Berkeley, Oakland, Sacramento, Fresno, Vallejo, Kerman, Kingsburg, Reedley, Anaheim, San Bernardino and Pasadena.

Professor Albert Guérard, head of the French department of the University of California, Southern Branch, will return to Stanford University next year as professor of general literature in the English department. He was a member of the Stanford faculty from 1907 to 1914. For eleven years after leaving Stanford, Dr. Guérard was professor of the history of French civilization and head of the Romance Languages department of Rice Institute, Houston, Texas, including two years on leave of absence with the American Army during the World War.

The winner of the A. A. T. S. Medal for first semester in the Alhambra High School was a member of the third year Spanish class, Celine Loustaunou. As the fourth year class does not finish until June, it was thought best to wait until then to award the medal for fourth year. Two medals are expected to be awarded in June.

Teachers of French who are interested in correspondence between their pupils and French students in France, should get in touch with Professor Albert Méras, 57 Rue de Babylone, Paris, France. A department of the Association d'Accueil aux Etudiants des Etats-Unis is being organized for this particular exchange of correspondence.

At Fairfax High School a Spanish Club has been organized under the sponsorship of Miss Way. In keeping with the idea of calling the students of the schools the "Lords and Ladies of Fairfax," the Club has chosen the name, "Los Hidalgos." According to the constitution recently adopted, all students of Spanish, except B9's, are eligible for membership and a high standard of scholarship is required for all officers.

The Club is planning a Cervantes program for April 23, the "Fiesta de la lengua española." In May there will probably be another joint program of the language clubs.

The Modern Language Department at Fairfax High School welcomed to its faculty the past semester Mrs. Gladys Henry, who came from Roosevelt High School, and who is teaching both French and Spanish.

The Foreign Language Clubs at Fairfax High School provided a Joint Program in the school's auditorium on April 1st. The French, the Spanish, and the Latin Club rendered respectively: "Pauvre Sylvie," "La Pregunta Diaria," and "In Gallia." Musical and dances were also presented.

Miss Lella Watson of Santa Ana High School, Miss Sharp of Fullerton High School and Miss Marguerite Melick of Huntington Park High School will spend the summer vacation in Spain, France and Germany.

Huntington Park High School has a Commercial Spanish class open to third year students and taught by Dr. Pedro Jibajo, of Perú.

A novel radio program was presented by students of the Spanish club of Huntington Park High School. The scene presented a family grouped about the radio listening to an evening's program and commenting in Spanish on the program. The supposed broadcasting came from behind screens placed in back of the big radio and was of course all in Spanish. Two short bedtime stories, the time, daily news (school lectures), music, both vocal and instrumental (the latter being somewhat jazzy orchestra renditions, the names of which were translated by the announcer, e. g., "Solito").

San Pedro High School registers many devotees to the cross-word puzzles. The art students prepare the designs on linoleum, which the print shop runs off. The teacher no longer works out the puzzles. The Spanish Club now performs that beguiling task. The members vie with each other in evolving perplexities in Spanish.

Professor Maro B. Jones, Pomona College, has been granted sabbatical leave for next year. He will spend the first semester in Hawaii, making a study of the Portuguese colony there. At the same time Dr. Jones will give courses at the Territorial University, including Portuguese, and a series of lectures upon South American conditions.

The first Summer Session of Pomona College will be inaugurated at Claremont this year. For students of Spanish and Latin-American history there will be a separate residence where the use of the Spanish language will become habitual. Advanced students will study under the personal direction of Dr. José Pijoan, noted author and scholar of international repute.

The Fifth Causerie Française was held on March 26th at the Sentous School Auditorium. The program was the joint performance of the students of Franklin High, directed by Miss Dunbar, and the pupils of Lincoln High, under guidance of Mr. Benner. "La ville ou la campagne" and "Chez le dentiste" were the two skits presented, in addition to a monolog, a dialog, recitations and songs.

The Sixth Causerie will take place on April 23rd at the Sentous Auditorium under the auspices of the French pupils of Virgil Junior High, directed by Mrs. Tracy. "La fille du docteur" will be enacted.

Mr. Lawrence A. Wilkins, Director of Modern Languages in the High Schools of New York City, will be on the faculty of the 1925 Summer Session at the University of Southern California. He will conduct a Teachers' Course, and also lecture on Spanish Literature.

The Modern Language Association of Southern California is negotiating to have Dr. J. P. Wickersham Crawford, Professor of Romance Languages and Literature at the University of Pennsylvania, as Institute lecturer for the Allied City and County Institutes of Southern California next December.

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